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The Interpretation of History from the European and American approaches, as well as the ancient tradition, was discussed last Tuesday evening at the second of a series of Social Science Colloquiums.

Maintaining that history can be discussed only in terms of schools of

historical thought, Felix Hirsch, the first speaker of the colloquium, outlined the theories and methods of the leading German historians: Leopold von Ranke, Heinrich von Treitschke, Jakob Burckhardt, Hermann Oken, Friedrich Miolcho and George M. Trevelyan.

Citing von Ranke as the originator of the scientific method of teaching, Dr. Hirsch said that von Ranke's philosophy centered on the necessity, in historical writing, for a "strict narration of fact."

Treitschke's philosophy, according to the speaker, was "the most individual of men." He was one of the earliest advocates of extreme nationalism and racism. A completely different approach is found in Trevelyan, continued Dr. Hirsch. He founded the school of the history of ideas and maintained that "literature and history are twin sisters."

America's two main opposing schools of historical thought: subjectivism and objectivism, were then described by Fred Crane. Following early New England subjectivism, a group evolved favored American patriotism. The subjectivistic Mr. Crane, adding that the question before historians everywhere was whether they were feeding the world's specimens of history.

Since this objective theory met with great opposition in the United States from pragmatic, relativistic and pre-

sensitivistic schools, which maintained that the historian cannot study past events, is influenced by his personal position in the present society, it never gained widespread acceptance. It was replaced, according to Mr. Crane, by the "New School" of Becker and Beard, who believed, in essence, that "History is contemporary thought on actual events."

Mr. Crane then described the attack on, or rejection of, this new school. G. M. Dreyfus, he explained, pointed out the dangers of subjectivism in its susceptibility to influence by pressure groups and propaganda. Expressing his personal views on this controversy, the speaker said that the only history is that which we remember that holds our interest. He concluded that "History in the historical world are almost 'drowned in subjectivity,'" believing that history cannot be entirely objective.

Turning to world controversy between

the Christian and the materialistic interpretations of history, Dorothy Thompson said that the first, as exemplified by St. Augustine and Joseph maintained that there is free will in the determination of historical destiny and that history deals with the rise and fall of civilizations.

The materialistic, or Marxist, school, continued Miss Thompson, is guided by the principle that ideas are determined by man's material forces and history is guided by human activities. According to the speaker, this interpretation further subordinates the historical dział caused by class struggle and that, in the words of the historian, "History is politics fitted up the past."

The income of the college comes pri-

marily from the tuition, dining and housing fees of the students. The tuition amounts to 49.4% of the income (3,250 per student) dining, 16.9% (150 per student), and housing, 11% (200 per student).

This adds up to the total college fee of 76.9% of the income or about 1,000 of the income for miscellaneous items also comes from the students. In addition, grants are received from the trustee's family, parent or family, another 4.4% can be added to the income.

Yet a deficit of 14.6% exits. That is where the problem lies. In response to questions from the Corporation asking what sources could be tapped for further aid, the president stressed the importance of the Free Lunch Program, the Student Loan Fund, and the new Alumni Fund. Mr. Crane was hopeful for the future.

Nina Duerer

After leaving the Board conference on "The School Loan Fund," Mr. Charles K. Tillinghast, retired headmaster of Horace Mann School, always hung around the colleges. Two years ago this would have been impossible . . . it always used to be the other way around.

The Administration of Board should be commended for engineering this pioneering feat which might point the way to a much more constructive bi-
lateral cooperation between colleges and secondary schools. It will help to bridge the disturbing gap separating secondary from higher education. Fur-

thermore, there is no doubt that this other conference, which the Board hoped, will be held in consecutive years) will enhance the prestige of Bard as a college which tries hard to adapt its program to the revolutionary trends in educational matters felt and expressed by many of the representatives at this conference.

Acting as moderator, Mr. Edward Murray of Millbrook School, opened the conference by praising Bard as a "bland-minded and liberal" institution. He stated that "the problem of secondary education to get him from college into colleges."

But he expressed his opinion on whether this was always worthwhile and justifiable by the two previous problems:

The job of placing students of sec-

ondary schools into colleges is made extremely difficult by the lack of adequate or inadequate information of college admission offices.

Most college do not give sufficient guidance to incoming freshmen and neglected to offer the correct character develop-

ment of their students. The student's quest for academic and social adjust-

ment is often frustrated by inadequate facilities and an environment hostile to a growing student of self-reliance and self-responsibility.

Mr. Hans Froehner, Jr. of the Park School in Baltimore, and Mr. George Gilbert of the Lyndhurst, N.J., and the Park School in Baltimore, and Mr. George Gilbert of the Lyndhurst, N.J., and the Park School in Baltimore, and Mr. George Gilbert of the Lyndhurst, N.J., described the problem:

"that a student should be treated by college admissions officials as a human being and not as an abstraction."

The college admissions interview often marks the turning point in the life of a youth; therefore, he should be given careful and individual consideration. It is not enough to tell him that he belongs to this or that percentage that is admitted, refused or put on the waiting list. Some colleges, like Yale, are now beginning to give more weight to the recommendations sent in by the principals and headmasters. Much more of this individualized information should be made to bear upon the decisions by the ad-

mission offices.

Mr. Gilbert illustrated the strain upon school officials, who are often asked to make an incomplete or inco-

nate or incomplete college catalogs. Within one year, for instance, 104 out of 107 colleges made changes in their entrance requirements. Colleges seldom indicate whether they had placed great or small stress on College Entrance Board Examinations, scholarships, recommendations or personal interviews. General admission requirements stands at the beginning of the catalogue are often modified in the back pages. Many officials are often unequal to the task of keeping records they should to transmit at a proper school year.

Mr. Froehner answered the question "Are the college and the school in touch?" seemed justified and cast a doubt on college efficiency, though good will appear to be present.

While the first problems dealt mainly with technical assistance to give students an unimpartial obstacle and are being done away with rapidly, the sec-

ond one is of concern in colleges of edu-

cation of educational philosophy and psy-

chology.

Mr. Tillinghast made severe critic-

isms in his state of the college report in most colleges. Many students have no clear idea on whether they should have a clear plan of study or in the development of their own abilities and interests. In their help is a matter of necessity. Life needs to be not to be submitted to but regulated.

The final speaker, Mrs. Dora-

bloom, head of the Board of Edu-

cation for Girls in New York City, stressed the importance of character. Integrity of purpose, subjectivism, and the healthy aggressiveness accompanied by a desire for cooperation are the essential composites of character. The college campus provides the total environment for the student during his most forma-

tive years. Activities which help build character and social standing, if not truly important as an academic training, have a place in the educational process. A group of a group and as such should participate in the activities. The activities and sports which are the basic building blocks in the development of the girl's character.

Mrs. Osgood went so far as to suggest that work in extracurricular activities and athletic activities is an important experience. "The outside experience gained in personal relations and associates in college is life for the college chaplain who served in many cases in the denominational group."

"More time must be spent on the improvement of the character than teaching psychiatry," was the view of Mrs. Osgood. Offered at the con-

clusion of her speech.

Miss Sarah Blandings of Vassar and Dean Carroll of Yale were on hand at the representatives of higher education.

Though in general nonconformist, Miss Blandings approved of the spirit of the meetings. "The problem is that the conferees are not to be". She pointed specifically to the need for cooperation between secondary and college teachers of the same subject matter.

Dean Carroll of Yale, in his private self-

criticism by saying "that colleges still insist on insistence that the student utilize later on."

He referred in particular to the credit language requirements in secondary school which would be of more use than use. In

(Continued on Page Two)

Task Force

President Case's Task Force designed to study the Student Governments of 1936-37 was announced by President Charles K. Lawrence and W.N. Vanier has been chosen. Those selected are: K. Lawrence, C. E. Weis, W.G. Buxton, W.N. Vanier, Buxton and D. Muller.
Headmasters Conference

(Congress of the French Republic)

reply to the criticisms on admission policies to college, many of "Our schools are doing a better job of selecting students, and on individual guidance: "It would be well if the whole nation..."

The remarks by Dean Carroll were followed by a discussion concerning the period which suffered under only a few. Mr. Adolph Strumthal, the former director of the New York Academy of Medicine, who spoke in New York, N. Y., said that the seniors in secondary school should be given more severe responsibility. "Boards of education in particular," he said, "have a tendency to pump the water into a false feeling of security by dependency." Hackley School, he noted, is counting on these unhealthy symptoms by giving its seniors absolute freedom of movement on an honor and merit basis during the last four years. "Such and similar programs," Mr. Davis asserted, "would narrow the gap between college and high school." These statements were echoed by Dean Carroll who found that "many... to Yale with a very ex- 2) "Why do not colleges take a definite stand on moral questions?" Miss Blundell answered that "col- leges stand both for scholarship and citizenship." She recognised the need for improvements but was again rather negative about the solution to the problem of citizenship. Baird's Stephen Hoch represented a definition of "quality of a person," he said, "It is possessed by a person who acts intelligently after the issues involved." In the Arts the student is forced to work in disciplines, often for the sake of knowledge and not for the sake of citizenship. Therefore, the Arts should be presented to the student not only for their own sake but as a character and citizenship building acti- vity.

David Schaw, as President of Con- vocation, gave a brief but convincing description of the Baird program as one possible way of building a continuous community composed of responsible citi- zen.

Sturmmthal On Europe

"Europe is for the first time in its history living without any great idea to live for," said Mr. Adolph Strumth- tal at the first meeting of the Social Studies Club on September 28.

Sturmmthal, just back from a year's study in Europe as a Fullbright Scholar at the London School of Economics and Political Science, said that the three major trends in Europe today are: "socialism, political revolution and war." He explained that the issue at stake is the question whether a totalitarian state would still hold the key to the civilization in which we have all grown up, he be- lieved.

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"What business of yours is this?"
"Only passing—I was assigned to review it."
"And critic! How I love a critic!Ho-Ho-Ho!"
"Ho-Ho-Ho—yes and I have an appointment—"
"Pardon me. I am a brute and an ingrate to accept you without—"
"Really! You are really interested—"
"No, not a bit. I am really interested—"
"I see someone during intermission—"
"In your opinion of the play."
"Of course."
"Pleasant, my friend—tell me, how would you zip the play's limbs apart?"
"Well, since you ask and with all respect. I must remind you this is an elementary—I am tempted to say silly play. I would start this way: The author's reply to the pompous futilities of his time. he tried to produce the tone of theatre by placing the strings of a ladies' garter. Of course it is silly, but he would be a dramatic talent if any brain defend himself pompously—" he have ever been slapped in the face?"
"Yes."
"Punched?"
"Which was more insulting?"
"Out of course—and go on. In a school it is for the students of the stage that the work is done—not for the audience. That is when drama is at its best. Oh, the days of the unscripted play! Oh the play that's the playmaker's play."
"Oh come off! It benefits is to the tone. We have one actor—Howard Hosig with a tremendous part. He brings it off really well. He is the play. He speaks for the author. He assembles his pace and mimicry—his vitality."
"Heaven preserve me—to have such a critic! Did you notice the way he fractured his lines in some phrases—the monotonous bite he gave those subtle wretches?"
"Have you ever been punched in the face?"
"Never."
"Oh-innumerable times!"
"Which do you think would work better?"
"That is good—My thanks to you. But the part had to be sung from such lofty rhetoric let me point out that an actor does not have to have an enormous store of benefit to be a play—in this little piece he feels the theater—he sees it grow in a little play he is."
"Yes—yes,"
"Poor old grandmother's watch.scenes you.
"All right—but if all this is true how do you care for people who 2,000 miles away?"
"You are saving my boy, but I will play you. We have gone over this immense Honig's past—now we come to the young one—we must give credit where it is due but conceivably! Hand me your program. Peter Blax-
"Illus trator, as a morning. Some Peatyn—wonderfully mellow and Miles Kruger—refreshingly blind. Arron Gafary—(How you say!)

"I am sorry if I offended you in some way... I will agree with you on one thing—there is no reason to over do this simply because it is a comedy. Here is the danger of present-day drama in a small play. The scope of the play is so short that they direct their energies too furiously. They simplify characters and eliminated because they are too small or for the same reason snub the play—"
"Who is it so violently inclined here?"
"Virginia McKenna is the representative of those elements in that psychological drpe you just sung—sustain—satisfy, etc. etc. Which is no reason for her to longer like Lady Mathcen, but is warning enough that boorish melodram and schooldiatering are out of the dramatic question. She should be calm and suave and as quietly assured as her husband is the blustering bully."

But this is the director's problem, not hers. Her performance was good in itself but was not integrated into the play's unity or theme.

"Good, but what about the character of the Atmel? He puts too much into the role. He forces the characterization to such intensity that we have no time to rest and enjoy the ludicrous situation. We are only aware of his frustrated reaction to it. Also, he uses that stylized little shuffle for too often, and it is enough but when he expresses rage, hatred, cunning and frustration all in the same way his performance has a peculiar singularity of tones."

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Ray Rudnik

The Music Club.
The Bard Music Club had its first meeting of the season on October 1st to elect a new President and listen to music. This year's President, Ted Prochaska, outlined the purpose and functions of the Music Club, in order to clear up some misunderstandings held by many members. The main emphasis of Prochaska's talk was the point of membership. The club, as he stated, is open to all members of the College Community, faculty and students, from all divisions. The club is no longer connected with the Music Division; membership is not hereditary, but is composed of anyone who may be interested in performing concerts, or merely listening to live and real music.

While no definite plans have been formed as of yet, November 19th, a live concert by some artist will be presented on that date. Music on records may be heard almost every Sunday night in Albee Social.

The Music Club will present Miss Cynthia Gooding, folk singer, at 3:30 in the First Hall. Entire community is of course, invited.

Tommie Lilien, President

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Red Hook, N. Y.
La Danse

La DANSE—(at the final rehearsal of a beginners' group)

Dance, ballerina, dance.
If you're sure you really hanker
To look like a sail
In a heavy gale
With an almost as heavy anchor.

Dance, ballerina, dance.
As long as you have a leaning
To resemble a flower
In a sudden shower.
And never mind the meaning.

Degas, they say, was very clever
Expecting dancers' backs and knees.
Now tell me, Degas, have you ever
Seen ballet-girls who looked like these?

"Down with the fallen arch," they say.
"One thing we've had enough of!
Is suffering for our art all day
When our art is the thing to suffer."

Dance, ballerina, dance.
That's the charm that the audience chants.
So the music begins and you take up your stance
Precising the fancy your dancing implies
That you're doing your dancing with ants in your prance
But don't care about that. Go ahead and dance!
Rob Amsterdam

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Pete on the Riviera

Enough of Paris with its park-like
construction, cheap-but-good wine, and
temporary Importance. Turn the
hood-cap of your Citroen southward;
no more buildings, we've headed for
the French Riviera for women and
 Gambling. (The sunning can be ob-
tained in as mundane a spot as Cal-
ifornia, so we'll regard that pleasure
only as a gap between romance and the
wheel.) Before we start, realize one
thing—Traveling is not merely the
time spent between one place and an-
other; we'll pick the best source south.
Leaving Paris through its southeastern
suburbs, we go through Ville Juif
(Jewish town, here a wonderfully con-
fusing sign will announce, "Jewish Town announces High Mass to be held in Karl Marx Stadium!" and Fort-
tainbridge, with its forests and
school, westward through Dijon, the mustard
country, to Geneva, Switzerland.
A few hours here to examine watch, the
site of the League, the tip of Mt. Blanc, and
a city that curves around a lake, as
a great many Swiss cities do, and we
move southward. The first step should be Nice.
Spendig the night is a necessity: the forest-overlooking the
city, accessible only by cable-car, af-
ords dinner, dining, and a view un-
matched.

Early in the morning—a long drive
lies ahead—we should be on the road.
We're striking the same road Napoleon
used to return from Elbe, in 1815.
After a day's drive, if you're lucky it'll
be around 4:30 in the afternoon, from the
top of the southernmost fringe of the
Alps, the Mediterranean shows it-
self—from Marseilles to San Remo.
Italy. Harrowing down the mountains,
we first hit Canone, the hangout of
the rich American—rich in money only.
Let's not stop; but don't miss the bath-
ing suits. (Perhaps it would be wise
to clarify one's motives at this point.
True, girls and bathing suits weren't the
big reason for our trip. But let's face it.)
We drive westward toward Nice,
passing through Antibes. Here,
at any time, Eula Maxwell, Daryl
Zanuck and Osgood Wells can be found
hideout from themselves. Let's zip
through Nice, too crowded, and go
through Villefranche. Come to
the hotel on the tip of Cap Ferrat, a crawl
from the impotent home of Maugham.
Furnish a cape, jutting into the Medi-
terranean; from your breakfast balcony
Nice is on one side, and Monte Carlo on
the other.

Tonight, how can we stay from the
casino in Monte Carlo? The odds
against entering this shrine with one
drinking and cleaning them out are 40,000,000,000,000,000,000,000,000,000,000,000
and 1, according to the latest figures, but it
doesn't seem to matter. Monte Carlo
is the capital of the province of Monaco.
No citizens of Monaco is allowed in the
casino by law, but since it takes three
generations to become a citizen, forget
it. The city of Monte Carlo is built
on a hill that slopes down to the casino.
There's a saying: "A coin dropped any
where in the city rolls into the salon."

How true?

Enter the big room. Forget about
the palace slot-machines put there for
kids and old ladies. Pass by "Les
Cigares" which the French Coupers
have not yet understood. Overlook
Chemin-de-fer and baccarat tables, you
need too much capital to play. Go to
the roulette tables; once, as good as
another. Look at it, 36 numbers, a
red and black, an odd or even, and a
green zero. Organized chaos! Play
one number, two, three, four, six,
twelve or eighteen at one time; play
them all. You're not necessarily going
to lose. That's the game. You don't
have to know anything about it. Throw
a chip in the sir, call your bet, in French,
of course, and the croupier takes care of
it. He can handle hundred bets and
remember who they belong to after
the little bell stops. That lady over there
has a pencil and paper and is writing
down every number that comes up. Use
loos. Just bet. Best it. You can
others have. Understand though if 14

four

comes up three times in a row, the odds
remain 37 to one on another repeat;
every spin is independent. Understand
the chaos. Never comes up; All right, where to now? You have,
counting zeros, 36 other choices, or will
three repeat? Where to? Jesus, I don't
know.

This, then, is the Riviera. Trying
to keep its splendor now that the
British can no longer travel. It sports
refined gambling, unworldly bathing
suit, eternal sun, Communist-inspiring
Americans, and the French who sit back
and run it—laughing so much with it
and that they confuse the two.

Pete on the Riviera